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Suggestions for training people who work with delinquents and potential delinquents are given. These people included gang workers, social workers, teachers, policemen, probation and parole officers, correctional institution personnel, and guidance counselors. The program was divided into three parts: short-term workshops and institutes, university training centers, and curriculum development projects.

Short-term projects included work in the streets; education of problem students; an accredited college course of field work at the Probation Department; creation of neighborhood teams of police, probation officers, teachers, social workers, and others; upgrading correctional personnel; and rural youth programs.

The University Training Centers were the core of the training program. They were to be permanent training bases where a wide variety of youth workers could receive imaginative, interdisciplinary training. Most instruction was specialization in the trainee's own field. The programs at the ten different centers varied according to particular needs.

The curriculum development that would be used at the training centers included such subjects as police and delinquency, promiscuous teenage girls, teaching of slum children, a rehabilitation program for juvenile delinquents, college volunteers for slum work, and utilization of Peace Corps volunteers who had spent two years teaching overseas.

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New Ideas in TRAINING

PRESIDENT'S COMMITTEE ON JUVENILE DELINQUENCY AND YOUTH CRIME

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New Ideas in TRAINING

Training Programs for Youth Workers Being Supported
Under the Juvenile Delinquency Act of 1961

Prepared by
The President's Committee on Juvenile Delinquency and Youth Crime

---

Attorney General
ROBERT F. KENNEDY Chairman
Secretary of Health, Education, and Welfare
ANTHONY J. CELEBREZZE
Secretary of Labor
W. WILLARD WIRTZ

GOALS OF THE TRAINING PROGRAM

The over-all goal of the training program being carried out under the Juvenile Delinquency Act is to provide more and better training for people who work with delinquents and potential delinquents.

In every area of youth work there are desperate shortages of trained professional and volunteer workers. Youth problems have been growing faster than the supply of people trained to cope with them. Not only have youth problems grown, they have changed as modern society has changed, so that many veteran workers need brush-up courses, and many training texts need revision.

Persons to whom training is being provided include gang workers, social workers, teachers, policemen, probation and parole officers, correctional institution personnel, and guidance counselors.

In the first 15 months of the Federal program, 39 training grants have been made. An estimated 3500 youth workers will have been trained in these programs by July, 1963, and an additional 9000 by July, 1964.

Grants are being made for three types of training programs, each designed to meet a specific need. They are:

1. Short-term Workshops and Institutes -- at which public and private youth agencies carry out innovative new training programs.

2. University Training Centers -- to serve as permanent training bases providing interdisciplinary training for a wide variety of youth workers.

3. Curriculum Development Projects -- to utilize both universities and agencies in pulling together new ideas and information to develop new texts and materials for training youth workers.

Following is a summary of these three parts of the training program, with examples of some of the projects being supported.

SHORT-TERM WORKSHOPS AND INSTITUTES

The workshops projects may last a few days or several weeks. Some are in-service courses and others are away from the trainee's job. Because of their brief duration, they are designed to attract many workers who cannot leave their jobs for extended periods.

Criteria for short-term projects stress innovative training techniques that can be evaluated and communicated to other agencies, and also fed into the University Training Centers.

Short-term projects include:

Work in the Streets

"What do you do when a teenager with a knife is coming at you -- run, fight, or talk?" This very real question was discussed by 40 gang workers at two recent workshops sponsored by the National Federation of Settlements at Chicago's Hull House.

The gang workers came from across the nation to the six-week training courses, where they studied new techniques in street work and also worked in Chicago public and private agencies.

The first two weeks were devoted to classroom study. On the question of handling a boy with a knife, they agreed that reasoning with him was the best approach, because few teenagers really want to fight if they are offered an honorable way out.

Other classroom subjects included narcotics, youth employment, the problem of school dropouts, and how community resources can better be brought to bear on youth problems.

The final four weeks were spent in Chicago agencies, working directly with youth. The first workshop was held in October and November of 1962, and the second in the spring of 1963. Project staff is conducting follow-up evaluation to measure the impact the training had on the subsequent work of the gang workers in their home agencies.

Decision: Prison or Parole?

Parole board members must make decisions which have lifelong effects on young offenders. They make the hard choice between freedom or continued imprisonment.

The National Council on Crime and Delinquency is sponsoring a program designed to help state parole board members in this difficult decision-making. A series of 12 regional meetings are being held for members of state parole boards.

The first of these meetings was held early in 1963. Its site was the University Training Center at the University of North Carolina, which is also supported with a Delinquency Act grant.

Twenty-two parole board members from twenty states and the District of Columbia attended the one-week meeting. They exchanged views and experiences with one another, and attended classes led by experts in

various fields of delinquency.

These regional meetings will continue for two years, and may have a significant impact on national parole practices.

Educating Problem Students

"Public school systems already provide for the average and above average student, but seldom present challenging and appealing programs for the 'problem' youngsters," say officials at the Hawthorne Cedar Knolls School in Hawthorne, New York.

The Hawthorne School, a public school for disturbed children, has a variety of educational programs for youngsters living in difficult home situations and headed for trouble. With the Columbia University Teachers College, it co-sponsored a two-week training institute in July, 1962.

Thirty-one trainees attended, including school principals and supervisors, state and city school officials, and school psychologists. Faculty of the Hawthorne Cedar Knolls School and outside authorities gave lectures and led discussions. The main topics were identifying, screening and placing disturbed children; school programs for these students; and education and the therapeutic process.

Many of the trainees later wrote that they are applying the knowledge and techniques they learned at the institute in their own schools. An evaluation report on the meeting has been sent to the President's Committee and is available to other agencies interested in similar programs.

The Men on the Bench

In Ohio, as in most other states, many new juvenile court judges take the bench during each election year. These men face heavy responsibilities; they must make decisions daily which can change the lives of young law-violators.

The Ohio Legal Center Institute in Columbus, in a program designed to help these judges carry out their difficult and vitally important jobs, is sponsoring three annual five-day seminars for Ohio's juvenile court judges. Both new and veteran judges will attend, thus giving them an opportunity to profit by each other's experiences, as well as from lectures by experts on juvenile law and youth problems. About 25 judges will attend each year; thus the three-year program will reach the majority of the state's juvenile court judges. The first seminar is scheduled for September of 1963.

The training program has the support of the Ohio Association of Juvenile Court Judges, the Ohio State Bar Association, Ohio State University and the Ohio Committee on Crime and Delinquency.

After each seminar, staff of the Legal Center will meet with each judge who attended to evaluate the impact of the training, and to get the judges' opinions on the kinds of training they think should be stressed in the future.

Bringing the Classroom to the Courtroom

College juniors and seniors in the New York City area are studying crime and delinquency in an ultra-realistic setting this year. The Kings County Probation Department of the Supreme Court of New York is holding a college accredited course in probation methods and procedures which has as its theme "bringing the classroom into the courtroom."

The course includes weekly two-hour classes at the Probation Department and additional field work experience. The course includes a review of current methods of treating criminals, with emphasis on the role of probation; the relation of courts to social and correctional agencies; preparation of pre-sentencing reports; special problems such as alcoholism, compulsive gambling and drug addiction; and the use of group therapy and special treatment procedures.

The field work will be directed by experienced probation officers and will include interviews with delinquents and their families, and visits to jails, trials, and psychiatric clinics.

As with the other training programs involving college students, it is hoped that first-hand experience will influence them to continue into graduate work in social service.

Building Neighborhood Teams

Police, probation officers, teachers, social workers, and many others work in the same neighborhoods with the same children, and their work will be more effective if they have close relationships and a solid understanding of each other's views and problems.

To help reach these goals, the Cincinnati Community Chest and Council is conducting a twelve-week, in-service workshop for about 40 policemen, juvenile court workers, teachers, and public welfare workers.

The inter-agency workshop is intended to increase communications between the four groups and to find more effective uses for existing community resources and services. All the trainees will be from Cincinnati's Heinold Junior High School area, in which community leaders plan to launch an anti-delinquency demonstration project.

Upgrading Correctional Personnel

Correctional institutions, like any other large organization, know that the quality of their work depends on the individual ability of their employees.

The Bureau of Juvenile Rehabilitation of the Department of Institutions of Washington State is conducting a series of workshops intended to upgrade the ability of the supervisors and administrators of correctional institutions.

Twenty workshops, each lasting two days, are being held over a two-year period. They will train more than 150 staff members to better administer rehabilitation programs in juvenile institutions, forestry camps, and parole departments.

Management staff from a major aircraft company conducted the first two workshops. Later workshops will be staffed by leaders from business, government, and universities. The Bureau of Juvenile Rehabilitation will integrate this management training program with its regular employee training program.

Rural Youth Problems

Delinquency is not just a problem of the big cities. The 1962 F. B. I. crime report says arrests in urban centers rose 8% over 1961, while arrests in communities under 25,000 rose 11%.

Rural areas have other youth problems. According to the Department of Labor, youth unemployment is twice as high in rural areas as in urban centers.

These and other rural youth problems will be discussed September 22-25 at a training conference called by the National Committee for Children and Youth. The conference theme will be "Problems of Rural Youth in a Changing Environment."

About 350 participants will be invited, including rural educators, judges, editors, business and labor leaders, social workers, 4-H Club officials, public welfare leaders and representatives of other groups serving rural youth.

Speeches, papers, and discussion groups will focus on rural delinquency, education, youth unemployment, problems caused by migration of families to urban areas, and such special problems as the youth on Indian reservations and in migrant labor camps.

The conference will be a counterpart of the 1961 conference on unemployed, out-of-school youth in urban areas at which Dr. James Conant made his famous "Social Dynamite" keynote address.

UNIVERSITY TRAINING CENTERS

At this writing, nine grants have been made to support University Training Centers. The first grants were made in March, 1962; the most recent in May, 1963.

The universities are:
Southern Illinois University
University of Utah
University of North Carolina
University of Washington
Wayne State University
Western Reserve University
University of Denver
University of Texas
Howard University

The University Training Centers are the core of the training program. They are to be permanent training bases where a wide variety of youth workers can receive imaginative, interdisciplinary training.

These centers are intended to fill a great need in our nation's training resources. Most training facilities offer the trainee specialized instruction in his own field. There are very few places where a youth worker can also receive instruction in fields related to his own.

Training that cuts across lines is vital. Delinquency has many causes, and effective youth workers must have knowledge in many fields as they deal with delinquents. And each worker's effectiveness will be increased if he has fuller knowledge of the viewpoints and problems of workers in related fields.

The University Training Centers are committed to this interdisciplinary approach to training. They have drawn staffs from various departments of their universities, such as law, criminology, sociology, psychology, and social work, to present rounded training courses.

The University Training Centers are similar in structure, but they differ in the specific courses they are offering.

Their programs are in varying stages of development. Some, like Wayne State University, are in full operation, while others have only recently received grants and are just beginning their programs. The following summary outlines some of the work going on at the University Training Centers.

*** Howard University, in Washington, D. C., which received a grant in May, 1963, plans to train all of the District's Juvenile Court probation officers, ADC caseworkers, and junior and senior high school guidance counselors during the first year of its program.

*** Wayne State University Training Center completed during its first six months of operation a joint in-service training program for about 200 police juvenile bureau officers, juvenile court workers, recreation workers, social workers, and school personnel; a lecture series and seminar attended by judges, supervisory court workers, and supervisors of social agencies; two seminars for school counselors on handling discipline problems and a series of courses for teachers working with maladjusted children is underway.

*** The University of Washington has scheduled three two-week institutes for 90 workers in corrections, youth guidance, and probation. Each trainee is to conduct a training session in his home agency when he returns. A variety of training materials have been prepared for use by local, state and regional agencies.

*** Southern Illinois University has held a three-day workshop for 36 directors and counselors of institutions for delinquent boys; a two-day institute for 100 youth workers and community leaders concerned with the problems of juvenile gangs; a three-day institute for police in St. Louis and East St. Louis; and a two day institute for Board members of community delinquency prevention projects. Now underway are a four-week course for 35 school and community workers on delinquency, dropouts, and unemployment and seven short institutes for staff and volunteers working with the Delinquency Planning Project of St. Louis.

*** The University of North Carolina Training Center, in one of its first projects, was host to the first regional workshop for state parole board members sponsored by the National Council on Crime and Delinquency. NCCD, financed by a short-term training grant, plans to hold 12 of these workshops, each one in connection with one of the University Training Centers. A forthcoming workshop will be held at the University of Denver Training Center. In each case, the form and content of the workshop is designed by NCCD, but the actual instruction is carried out by staff of the host Training Center. This illustrates one way the various types of training programs can work together in the over-all training operation. Two other conferences of national importance have been held: one on community planning for delinquency prevention and a second on the problems of youthful offenders.

*** The Universities of Denver and Utah are working with the Council on Social Work Education toward a series of courses in corrections. Western Reserve is planning a number of courses for community leaders. One is to be co-sponsored by NCCD to train corrections workers in community organization methods.

All of the universities receiving grants for Training Centers have agreed to continue their programs after the Federal grant is exhausted. Thus, the Training Centers are seen as permanent training bases with the short-term and curriculum development projects continually feeding new ideas and information into them.

CURRICULUM DEVELOPMENT

New ideas cannot be taught with old texts. For this reason, curriculum development is an important part of the training effort. The results of action programs that have been successful, as well as the latest research findings, must continually be shaped into training material for youth workers.

The material being produced by the curriculum development projects will be used in the University Training Centers, in the existing departments of universities, and in the short-term workshops.

Several of the projects are training workers as a part of developing new materials. Some of the curriculum development projects are:

Police and Delinquency

The F. B. I. reports that there were one million police arrests of juveniles in 1962. The nation's policemen must deal with juveniles each year in an infinite variety of situations. Each new situation brings new questions: When should you arrest a boy, and when send him home with a warning? When is it justifiable to use force on a juvenile who resists arrest? How do age, sex, and other factors influence these decisions?

The International Association of Chiefs of Police is carrying out a curriculum development project which is seeking answers to these and other questions. The project has two basic goals: first, to define and standardize police policy for handling young offenders; and, second, to stress greater understanding by policemen of the viewpoints of other groups, such as social workers, judges, and probation officers, who deal with the same youth.

"We're very interested in police relationships with other groups," said the director of the IACP. "We can't operate in a vacuum. We want to know more about how we can help them and how they can help us."

The IACP is a voluntary organization made up of more than 4000 chiefs of police and police administrators. In developing the material, IACP staff is drawing upon police experience, as well as current thinking in psychology, sociology, criminology, and other social sciences. The finished material will be available to all police departments to use in training their men.

Girls in Trouble

Sex offenses represent the most frequent charge for which teenage girls are sent to juvenile courts. Often promiscuity results in the tragedy of unwed motherhood.

The Philadelphia Psychiatric Center is carrying out a program aimed at finding more effective ways to help promiscuous girls and unwed mothers.

The program starts with the belief that promiscuity usually stems from problems in the girls' homes. Yet most past counseling work with these girls has been carried out in agency offices, in isolation from the homes.

In the three-year program, 30 social workers and 30 probation officers will counsel promiscuous girls in their homes, with their families present. Problems will be frankly discussed, and solutions sought for the causes of the girls' actions. There will be particular attention to the family stresses caused by unwed motherhood.

A two-member team of a social worker or probation officer and a psychiatrist will hold weekly counseling sessions with the families. Also, the social workers and probation officers will attend 10 hours of classes and lectures each week.

The results of this experiment will be evaluated and made available to other social agencies throughout the nation.

Teaching Slum Children

A young teacher, just out of college, chided an eight-year-old Puerto Rican student for not looking him squarely in the eye when they talked. The child stared at the teacher in dismay and ran away. The teacher learned later that many Puerto Rican children are taught in their homes to lower their eyes when they talk to adults.

This is but one of many problems and misunderstandings that arise between teachers and students because of differences in the social and cultural backgrounds. There are a multitude of other differences in vocabularies, speech patterns, social customs, attitudes and values. Most teachers come from middle-class backgrounds, and are little prepared for the problems they will encounter teaching in low-income area schools.

Hunter College, in New York City, is developing course material to prepare its education students for teaching assignments in slum schools. Films, tape recordings, texts and lectures will be prepared to familiarize the students with the new environments in which many of them will teach.

These new materials will be used in training programs for education students at Hunter College and other New York City universities. Also, special pre-service and in-service workshops are being held to test the new material, which will be made available to other schools of education interested in similar training.

A Last Chance to Shape Up

For the past four years a unique rehabilitation program in Provo, Utah, has been giving habitual juvenile delinquents a last chance to choose between law-abiding lives and reform school.

The Provo Experiment in Delinquency Rehabilitation, Brigham Young University, works with delinquents aged 15 to 17 who are on probation and could be sent to reform school. Instead, they are assigned by the juvenile court to the project. They continue to live at home, attend school, or work for the city, and spend several hours each evening at the project's headquarters.

Each delinquent becomes a member of a ten-man discussion group which is central to all his activity at Pinehills. Adults listen, but say little. The program assumes that delinquency is a group phenomenon, and change must come about within the group context. The carefully designed program gives the delinquents a clear-cut choice: those who work hard at their jobs, stay out of trouble, and begin to mature through the group activities, can get off probation and are helped in finding regular jobs. Those who reject the program usually are taken off probation and sent to reform school.

Within this framework, conventional behavior, not delinquency, offers rewards, and the group pressures are working on the side of authority, not against it. The program gives the delinquents a last chance to "shape up or ship out" and most of them choose to shape up.

The Provo Experiment has aroused national interest in recent years. Its director has received requests almost daily for information about the program, but limited resources have made it impossible to adequately meet these requests. A curriculum development grant to the Provo Experiment has enabled its staff to prepare and distribute training materials to interested agencies and universities across the nation.

College Volunteers for Slum Work

Many communities are interested in utilizing the energies and dedication of college students in youth programs. A main question has been what volunteers should be used, how they should be trained, and in what ways they can be most useful.

Two programs began in New York City in 1963 that will use college students to help underprivileged youth, and will also evaluate their work to find answers to the questions above.

During the summer of 1963, about 25 college students will live, receive training, and work with youth in New York City's Upper West Side, between 86th and 105th Streets. The project is sponsored by Youth Research, Inc., a non-profit corporation formed by the New York State Council on Youth and the New York State Division for Youth to administer experimental programs and research. The program will be the first of several to be held in New York City and State.

The volunteers will be divided into "action teams" of six young men and women. Each team will be directed by an experienced youth worker. The students will attend classes on youth work in the mornings, work with City, State, and private agencies in the afternoons, and attend group discussions in the evenings. Their work will include supervising youth programs, tutoring and advising teenagers with school problems, helping youths find jobs, assisting street club workers, and working with delinquents recently returned from institutions.

A similar program is being carried out in Central Harlem by Associated Community Teams, Inc., (ACT), a new organization formed by Central Harlem leaders. The program began operation in February, 1963, with its first group of 30 volunteers recruited from 20 states.

The work of these volunteers will include tutoring underachieving students, interpreting educational needs to the parents of these children, supervising recreation programs, and helping in nursery schools, children's hospitals, detention facilities, and health clinics.

The volunteers will live in Central Harlem and will receive an initial training program before starting work as well as continuing in-service training from their project supervisor.

In both the Central Harlem and the Upper West Side programs, the student volunteers were carefully screened from a large number of applicants. The project staffs will carry out continuous research to evaluate the effectiveness of the training, how it affects the skills and attitudes of the volunteers, and what impact the programs have on the community youth served by the volunteers. Based on this evaluation, training materials will be developed and made available to other communities interested in starting volunteer youth service programs.

Peace Corpsmen Come Home

Ten returning Peace Corps volunteers who have spent two years teaching overseas will be used as experimental teachers in a public high school in a high-problem area of Washington, D. C.

This project will harness the special talents and enthusiasm which made the Peace Corpsmen so successful overseas to meet the problems of our own nation's deprived youth.

The project will seek to develop curriculum best suited to produce teachers who can cope with the economic, social, and intellectual challenges of urban schools. In addition to teaching, the Peace Corpsmen's duties will include visits to students' homes, contacts with social agencies and community groups, and in-service seminars with regular school faculty.

This project will be carried out in Washington's Cardozo High School. Its sponsor is the Board of Directors for Juvenile Delinquency, the newly-formed community group which, with a Delinquency Act grant, is preparing a comprehensive demonstration project for the Cardozo area. This is one of several examples of training and demonstration projects working in close cooperation. Other cities with both training and demonstration planning grants include Detroit, Cleveland, St. Louis and Los Angeles. In each case, the training program is seen as a source of highly qualified personnel to participate in the community demonstration project.

SUMMARY

The Federal program is small when compared with the nation's great need for trained youth workers to deal with delinquency. During the first two years of the program, about $4 million was used for training grants.

Thus the goal of the training program has been to test new approaches to training which, if successful, could point the way to new training techniques for agencies and universities across the nation. There has been stress on interdisciplinary training which will broaden the youth worker's approach to the complex problem of delinquency.

The three types of training programs are designed to work together toward a common goal. The curriculum development projects will shape new ideas and findings into useable training materials. The short-term projects will test new approaches to training. Both will contribute ideas and information to the permanent University Training Centers, which will be regional bases for continuing instruction to thousands of youth workers.

Many of the training programs are working closely with community demonstration projects being planned and implemented with Delinquency Act grants. But regardless of their location, all the training programs are intended to help our nation's youth workers, and through them, to improve the lives of the youths who need their help.

TRAINING GRANTS MADE UNDER THE JUVENILE DELINQUENCY ACT (July, 1963)

University Training Centers	Amount of Grant
Southern Illinois University	$182,181
University of Utah	$150,000
University of North Carolina	$153,744
University of Washington	$112,488
Wayne State University	$152,201
Western Reserve University	$151,500
Howard University	$108,108
University of Denver	$ 35,191
University of Texas	$ 49,975
University of Minnesota	$ 50,456
Rutgers University	$ 48,627
Boston University	$ 51,953

Curriculum Development	
Hunter College	$109,200
New York University (2 grants)	$ 19,156
Washington State University	$ 40,423
Harvard University	$ 68,892
University of Michigan	$200,014
University of California Law Center	$140,000
International Association of Chiefs of Police (2 grants)	$110,971
Citizens Committee for Children of New York City	$ 15,125
University of Chicago	$ 90,000
University of Southern California Youth Studies Center (2 grants)	$133,704
University of California School of Criminology	$ 75,000
University of California School of Criminology	$ 67,860
Associated Community Teams, Inc. (Harlem)	$250,000
Brigham Young University	$ 29,845
Council on Social Work Education (N.Y.)	$ 39,690
Council on Social Work Education (N.Y.)	$ 71,156
Philadelphia Psychiatric Center	$ 39,268
University of Chicago	$ 70,183
Vera Foundation	$ 24,457
Harvard University	$ 25,668
St. Louis University	$ 49,874
University of Michigan	$ 45,554
United Planning Organization (Washington,D.C.)	$118,700

Short-term Workshops	Amount of Grant
Union Free School District #3 (Hawthorne, New York)	$ 12,074
National Federation of Settlements (Hull House)	$ 36,990
Department of Institutions (State of Washington)	$ 5,616
Civic Center Clinic, Inc. (Brooklyn)	$ 800
Hunter College	$ 66,940
Kings County Court (Brooklyn)	$ 12,135
National Council on Crime and Delinquency (2 grants)	$159,878
St. Louis University	$ 84,975
Youth Research, Inc. (New York)	$ 54,880
Ohio Legal Center	$ 29,268
National Committee for Children and Youth	$ 25,000
Cincinnati Health and Welfare Council	$ 26,740
University of Wisconsin	$ 38,593
Southern Illinois University	$ 21,561
University of Michigan (Law School)	$ 68,553
International Association of Chiefs of Police	$ 1,877
Institute for the Study of Crime and Delinquency (Sacramento)	$130,583
Southern Illinois University	$ 5,750
Bank Street College of Education (N.Y.)	$ 32,446
Columbia University School of Social Work	$ 45,765
National Federation of Settlements	$ 55,422
University of California School of Criminology	$ 15,212
University of California School of Criminology	$ 18,025
Federal Bureau of Prisons	$ 59,320

NOTE: For additional information on the training program, contact the Office of Public Information, President's Committee on Juvenile Delinquency, Room 4440, Department of Health, Education, and Welfare, North Building, Washington 25, D. C.